

Lockport City School District
Grade 5 Process-Driven Culminating Task for Units 4 Aligned Rubric

Directions:

Writers will read and evaluate informational text. They will then create a research paper based on any science content. This piece will demonstrate their abilities to take notes, paraphrase, and summarize information. Writers will use varied forms of media to create and share their final products.

Successful writers will demonstrate the ability to:

Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **(W.5.2a-e)**

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

Name: _____ Grade: _____ Teacher: _____

IDEAS	WRITER'S VOICE	ORGANIZATION
EXPERIENCED __3__ My essay is highly descriptive and hooks a reader. The message in my essay is meaningful and focused. I include two or more main ideas from the texts that I read. I include two more details from the texts I read.	EXPERIENCED __3__ It's clear that I know my stuff, because I have included so many details. This helps readers trust me. My tone is the perfect fit for my topic, my purpose, and my audience.	EXPERIENCED __3__ I introduce my topic clearly, group related information together, build my topic with facts, definitions and concrete details, and I link ideas together using transitions. I have a purposeful conclusion.
DEVELOPING __2__ My essay is descriptive. My message in my essay is taking shape, but I'm still not completely clear about what it might be. I include at least one main idea from the texts I read. I include at least one detail from the texts I read.	DEVELOPING __2__ I know a good amount about my topic. I include enough details. My tone is a good fit for my topic, my purpose, and my audience.	DEVELOPING __2__ A clear topic is beginning to emerge in my writing, most of my details are grouped together well, and I include some definitions and facts. I attempt to use transitions, and I tried to develop a conclusion.
BEGINNING __1__ My essay is vague. I am still learning about my topic. I'm still figuring out what the main topic and important details should be. Missing details might make it hard for my reader to learn from my answer.	BEGINNING __1__ I am not yet sure what tone I should take with this piece.	BEGINNING __1__ My writing may confuse a reader other than me. My topic is unclear, the body of my work may be jumbled, or my conclusion might be rushed or missing. It is hard for my reader to know what I learned from my reading.

WORD CHOICE	SENTENCE FLUENCY	CONVENTIONS
<p>EXPERIENCED__3__ I use sophisticated words.</p> <p>My readers are able to see, feel, and hear exactly what I intended them to.</p> <p>The words that I choose help me to show rather than tell. They also create a strong voice for my piece and enhance organization and sentence fluency.</p>	<p>EXPERIENCED__3__ My writing is meant to be read aloud. It sounds wonderful!</p> <p>I vary my sentence structure on purpose. Each flows into the next, which keeps my readers interested.</p>	<p>EXPERIENCED__3__ My writing is nearly free of all errors in spelling, punctuation, and mechanics.</p>
<p>DEVELOPING__2__ My writing includes grade-appropriate words. I take risks that enable me to try new words</p> <p>My words may not capture my reader's attention, and they may not be striking or specific to my purpose, but they get the job done.</p>	<p>DEVELOPING__2__ My writing is predictable. When I read it aloud, it sounds like a report.</p> <p>Most of my sentences follow the same pattern.</p>	<p>DEVELOPING__2__ My writing includes some errors in spelling, punctuation, or mechanics. They don't make it hard for my reader to understand what I am trying to say, though.</p>
<p>BEGINNING__1__ My readers might struggle to understand exactly what I meant when I used certain words. Others may be so vague that my reader may not yet be able to see, hear, or feel what I intend them to.</p> <p>I use some of my favorite words over and over again.</p>	<p>BEGINNING__1__ My writing is difficult to read and understand. This makes it hard to read aloud.</p> <p>I have a hard time telling where sentences start and stop. There are fragments and run-ons.</p>	<p>BEGINNING__1__ Spelling, punctuation, or mechanics errors make it difficult for my reader to appreciate my message.</p>

Writing Process

EXPERIENCED____

--I think of a lot of ideas before choosing one to write about, even if my teacher doesn't make me.

--I change my writing as I go, based on new ideas I develop or suggestions from other people.

--I make corrections in conventions.

--I look for ways to share my work with others.

DEVELOPING____

--If my teacher tells me to brainstorm, I will. Otherwise, I might just begin drafting.

--I make at least one change to my writing when I'm working.

--I ask others to tell me how to improve my work. Sometimes, I make changes.

--I share my work when my teacher tells me to.

BEGINNING____

--My writing is usually based upon the first idea that comes to mind.

--I'm not sure how to make changes to my writing yet.

--My final copy is nearly identical to my rough draft.

--I don't share my work with other people.

Technology Integration

EXPERIENCED____

--I can use what I know about technology tools to choose the best tool for my given purpose, without any help from my teacher.

--I use selected technology tools to create something compelling, distinct, and meaningful to a wider audience.

--I use selected technology tools to share my work with an audience beyond my school district, and I use what I learn from their feedback to make my work better.

DEVELOPING____

--My teacher helps me select and use technology tools that connect with my purposes.

--I use the technology tools chosen by my teacher to create something interesting that I would not have been able to create otherwise

--I use selected technology tools to share my work with an audience.

BEGINNING____

--I use the single technology tool suggested to me by my teacher.

--I use the technology tools chosen by my teacher to create something very similar to a product that might have been created using pencil and paper.

--I am learning how I can share my work with an audience using technology tools.